

MORAY COUNCIL EDUCATION, HOUSING AND COMMUNITIES

Support for Learning Teacher – Job Description

Specific Areas of Responsibility and Key Duties Associated with Post of Support for Learning Teacher:

All teachers have a responsibility to carry out the list of duties contained in **Annex B of “A Teaching Profession for the 21st Century”**.

In addition, the duties of the Support for Learning Teacher will embrace as appropriate, the five roles endorsed by S.E.E.D., Moray Council and HMIE. These are tutorial support, co-operative teaching, consultancy, the provision of specialist services and staff development (**see appendix 1**).

(a) Curriculum:

It is expected that, within the guidelines of the Authority and within each school's framework for the delivery of the curriculum, all Support for Learning Teachers will undertake duties allocated from the following list, as appropriate:

- Teach assigned classes, groups or individuals
- Maintain classroom discipline and promote positive behaviour
- Ensure pupil Health and Safety
- To assist with the development and implementation of effective identification and assessment procedures for pupils with additional support needs
- Develop or contribute to the development of teaching and assessment materials with particular reference to pupils with additional support needs
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets for pupils as appropriate
- Contribute to the preparation of pupils for internal and external assessments as appropriate
- Assist with the administration of internal and external assessments as appropriate
- Meet with parents/carers to review pupil progress and ongoing additional support needs
- Contribute to the effective running of stage/curricular area/subject or department
- Contribute to Improvement Planning, evaluation and quality assurance processes
- Plan, prepare and record appropriate work for pupils both individually and in partnership with class teachers
- Advise and guide pupils on issues related to their education
- Report and discuss pupils' progress with their parents and any other bodies which have statutory functions relating to the care of children
- Assist in the delivery of appropriate therapeutic activities for pupils
- Identify and evaluate resources appropriate to meet the additional support needs of individual pupils
- Consult and advise on the development of individualised educational programmes and any legislative obligations in respect of additional support needs

(b) Pastoral:

It is expected that, within the guidelines of the Authority and within each school's framework for the pastoral care of pupils, all Support for Learning Teachers will undertake duties allocated from the following list as appropriate:

- Provide pastoral advice for pupils
- Monitor and take appropriate action in relation to routine aspects of the attendance behaviour and progress of pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers

(c) Collegiate:

It is expected that, within the guidelines of the Authority and within each school's framework for collegiate activities, all Support for Learning Teachers will undertake duties allocated from the following list, as appropriate:

- Engage in the process of curriculum development in partnership with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the introduction of new colleagues and student teachers
- Work in collaboration with other professionals

Collegiate duties may be undertaken on an authority, A.S.G., whole school, stage basis and in the stage/curricular area/subject/department of each teacher.

(d) Professional Development:

It is expected that, within the guidelines of the Authority and within each school's development framework, all Support for Learning Teachers will undertake professional learning and development, as agreed with the Head Teacher or his/her delegated line manager, by:

- Fulfilling contractual obligations in relation to Continuing Professional Development
- Participating in the annual Professional Review and Development process
- Undertaking appropriate, and agreed, Continuing Professional Development

Allocation of Duties:

Teachers are accountable, through appropriate Line Managers, to the Head Teacher and, in turn, through him/her to the Head of Education (Chief Education Officer).

Following a process of consultation each teacher's Line Manager will determine the particular duties that they will carry out, and which may vary, as required.

Duties must be capable of being undertaken within contractual time and will have regard for teacher workload.

APPENDIX 1

ROLE OF SUPPORT FOR LEARNING TEACHER – RANGE OF DUTIES

There are five well established roles identified within the remit of the Support for Learning Teacher and these are clearly set out in How Good is Our School 4. The Head Teacher has the responsibility to ensure there is a balanced approach to support for learning in his/her school.

The five roles are as follows:

Tutoring and Class Teaching:

The Support for Learning Teacher may be required to teach special programmes to individuals or small groups or classes. This arrangement may be short term to meet a specific identified need, or part of the long term planned provision for some pupils. In this particular role the Support for Learning Teacher will be expected to ensure the following:

- That an appropriate programme of work is planned for all pupils, providing progression and taking into account their abilities and aptitudes,
- That the needs of the pupils are clearly identified within the framework of an I.E.P.,
- That good links are maintained with parents/carers,
- That good links are maintained with appropriate partner providers.

Teaching Co-operatively with Class or Subject Teachers:

The Support for Learning Teacher may be involved in co-operative teaching within classes to assist in the provision of appropriate education for all pupils and to provide additional support for any individual or group of pupils experiencing particular difficulties. The duties associated with this particular role include the following:

- The identification of difficulties through discussion with the class/subject teacher,
- Participation in joint planning of appropriate action, to take into account the aims of the particular curricular/subject area, the effectiveness of particular teaching and learning strategies and the resources available,
- The preparation of resources in partnership with colleagues,
- Working with individuals within the class,
- Working with the whole class,
- Joint assessment and evaluation in partnership with colleagues.

Providing Consultancy Support:

The Support for Learning Teacher will be expected to consult with class/subject teachers in order to assist in ensuring:

- That all staff are aware of individual pupil needs
- That there is joint planning and reviewing of Individualised Education Programmes
- That appropriate resources and teaching/learning strategies are used
- That information regarding pupil progress is recorded and made available when needed

The Support for Learning Teacher should be aware of whole school policies, and be involved, as appropriate, in both their development and implementation with particular reference as to how these affect pupils with additional support needs.

Providing Specialist Services:

Support for Learning Teachers may be called upon to assist in the provision of short-term specialist support for individual pupils whose difficulties are of a temporary nature, e.g.:

- Following transfer from another school
- Following a period of prolonged absence or hospitalisation

Contributing to Staff Development:

The Support for Learning Teacher will be expected to contribute to the professional development of colleagues through the preceding 4 roles and, in some cases, may also be involved in more direct in-service provision for other staff. In order to fulfil this role effectively the Support for Learning teacher will be expected to be able to:

- Communicate effectively with colleagues
- Bring specialist knowledge to discussion

MORAY COUNCIL
EDUCATION, HOUSING AND COMMUNITIES
Post of Support for Learning Teacher – Person Specification

Selection Criteria	Essential: Acceptable levels for effective job performance	Desirable: The attributes of the ideal candidate
Qualifications	As required by GTC; (for permanent posts Standard Full Registration is required).	Additional qualifications: Certificate in Inclusive Practice.
Previous Experience	Appropriate experience of teaching classes across the age range and ability range. Experience of working in an integrated way with colleagues and/or partner providers.	Ability to use technology to enhance teaching and learning – computers, TV, video, etc.
Professional Development	Willingness to undertake professional development activities and in particular the Certificate in Inclusive Practice.	Evidence of participation in relevant development activities.
Communication Skills	Ability to communicate clearly and effectively with pupils, parents, other teachers and support staff in a range of formats and settings.	Evidence of communication with pupils, with parents and with other teachers, and with partner providers.
Interpersonal Skills	Good listener, courteous, tactful; shows empathy to young people and colleagues.	Sympathetic listener; supportive of pupils, colleagues and parents/carers.
Implementing Change	Understanding and willingness to be involved in discussions related to legislation relevant to additional support needs.	Evidence of involvement in stage/departmental/whole school developments.
Curriculum	Clear knowledge of current curricular issues, clear commitment to the process of self-evaluation, including School Improvement Planning; clear understanding of approaches to assessment.	Evidence of involvement in stage/departmental/whole school development with particular reference to additional support needs.
Ethos	Ability to foster a positive ethos; shows willingness to contribute to all aspects of school life.	Evidence of previous experience in creating a positive ethos.
Relationships with Pupils	Ability to motivate young people and to promote good order and discipline among pupils within the parameters of school policy; shows commitment to pastoral care and welfare of pupils.	Evidence of promoting learning within a productive, disciplined and caring learning environment.
Relationships with Parents and the Community	Ability to establish positive relationships with parents and the wider community.	Evidence of previous experience in establishing positive relationships with parents and the wider community
Whole School Involvement	Willingness to participate in whole school working groups.	Evidence of participation in whole school working groups.

PRE EMPLOYMENT CHECKS

Essential

- Satisfactory PVG (Protecting Vulnerable Groups) Scheme Membership
- Satisfactory references